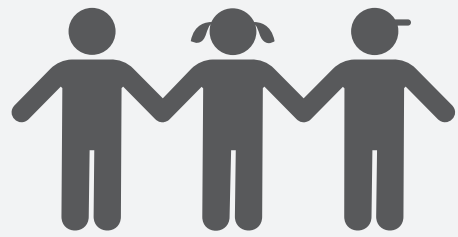


# Local Control and Accountability Plan

## Plan Summary, 2023-24



**39,169** PK-12th grade STUDENTS



**56** SCHOOLS

K-8 School:	41	Special Ed:	1
Comprehensive		Alternative Ed:	1
High School:	4	Adult Ed:	1
Small High School:	3	Charter School:	5



**3,913** EMPLOYEES

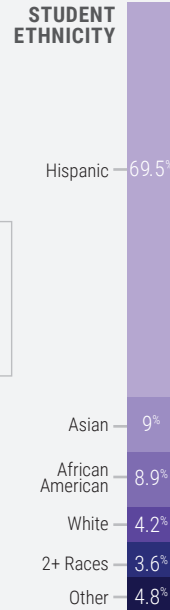


**23** STUDENTS PER TEACHER



**CA DISTINGUISHED** Schools

## DISTRICT STORY



**STUDENT GROUPS**

- 76%** Low Income
- 25%** English Learners
- <1%** Foster Youth
- 83%** Unduplicated Students

### District Vision

SUSD is dedicated to providing high quality first instruction, rigorous curriculum, and supporting academic achievement and social-emotional development supported by Multi-Tiered System of Supports.



### District Focus

- Every child** by the end of 3rd grade will read & comprehend at a proficient level.
- Every child** will have access to high quality rigorous first instruction and by end of the 9th grade will demonstrate mastery of Algebra.
- Every child**, by the end of 12th grade, will graduate and be college or career ready.

### Mission Statement

To graduate every single youth college, career, and community ready, in doing so we will lift all youth out of circumstances of poverty and scarcity.



## LCAP HIGHLIGHTS

### GOAL #1



**Increase Student Achievement**

### GOAL #2



**Equitable and Healthy Learning Environments**

### GOAL #3



**Family and Community Partnerships**

### GOAL #4



**Differentiated Systems of Support** for Students with Disabilities

### GOAL #5



**Differentiated Systems of Support** for African American Students

### GOAL #6



**Differentiated Systems of Support** for Foster & Homeless Youth

### GOAL #7



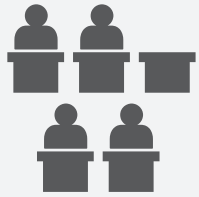
**Intensive Intervention for CSI Schools**

### GOAL #8



**Intensive Intervention for ATSI Schools**

## REFLECTION: SUCCESSES



### Chronic Absenteeism

Indicator: 2023 CA School Dashboard



**37.9%**

chronically absent



### Graduation Rate

Indicator: 2023 CA School Dashboard



**82.1%**

graduated

#### Planned Actions to Maintain Progress:

- 1.1** - Support College Career Readiness to all students through increased MESA, CTE, JROTC, and project based learning opportunities.
- 1.7** - Increase services for students with Learning Loss Recovery Support, Reading and Instructional Intervention programs for all students.
- 3.3** - Improve student attendance and academic achievement with Positive Behavior Intervention and Support.
- 3.4** - Implement Student Attendance and Accountability supports for students with Student Attendance Accountability & Family Outreach, and Truancy Intervention and Outreach supports.

## REFLECTION: IDENTIFIED NEEDS



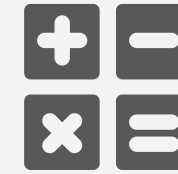
### English Learner Progress

Indicator: CA School Dashboard



**44.8%**

making progress towards English language proficiency



### Mathematics

Indicator: CA School Dashboard



**98.9**

pts below standard



### English Language Arts

Indicator: CA School Dashboard



**63.9**

pts below standard

#### Planned Actions to Address Needs:

- 1.3** - Increase English Learners with Bilingual Instructional program, and English Language Development Coaching.
- 1.8** - Improve access to academic experiences and activities beyond the regular instructional day with expanded learning opportunities.
- 2.4** - Develop high-quality teachers, substitutes, administrators, and staff through professional development to improve student achievement.
- 3.1** - Develop resources for students, families, and community to increase parent engagement and increase student success.

## COMPREHENSIVE SUPPORT & IMPROVEMENT

### IDENTIFIED SCHOOLS



**10** Schools

- Adams
- El Dorado
- Grunsky
- Hamilton
- Hazelton
- Pulliam
- Victory
- Walton Dev. Center
- Jane Fredrick
- Stockton High

### PROVIDE SUPPORT FOR SCHOOLS

Stockton USD supported these schools in developing CSI plans through:



- **School-level needs assessments**
- **Analysis of dashboard & survey data**
- **Support with timeline and guidance of embedding CSI within the site's SPSA**

### MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- **Site-based meetings with Coordinators of Student Support Services**
- **Review of data-based metrics**
- **Assistance in developing surveys & other progress monitoring tools**

# Engaging Educational Partners



## INPUT & FEEDBACK

Collected via Surveys



## ADVISORY MEETINGS

Held



## PUBLIC HEARING

Held



# 13

**GROUPS**  
Involved

### Groups include:

PAC, DELAC, CAC/PEP!, SELPA, AABPAC, Latino PAC, SSAC, Migrant PSAC, Teachers, School Personnel, Administrators, and Students.



### Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview



SUSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:

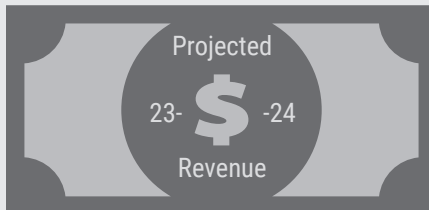


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

# Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Concentration Grant	\$119,989,296
Supplemental Grant	
Base Grant	\$358,655,734
Other Revenue (state & local)	\$128,356,935
Federal Revenue	\$224,252,368

**Total Revenue: \$832,254,333**

...targeting disadvantaged students...

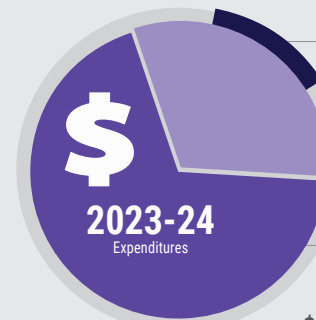


...resulting in increased service of...

**↑ 35%**

2023-24 Expected Service Improvement Using:  
**\$119,989,296**  
In Total Concentration & Supplemental Grants

...to spend on expenditures in the district...



LCAP Expenditures for High Needs Students:  
**\$119,989,296**

LCAP Expenditures:  
**\$369,573,196**

Expenditures not included in the LCAP:  
**\$536,917,587**

Total General Fund Expenditures:  
**\$906,490,784**

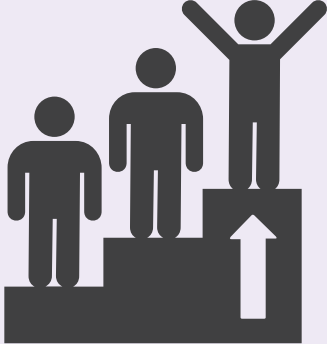
...which is reported on the following year

Expenditures for High Needs Students:

	Budgeted	Actual
2022-23	\$134,515,962	\$105,736,558

## GOAL

# #1




## Increase Student Achievement


GOAL DETAILS

**WHY WAS THIS GOAL DEVELOPED?**


*This goal was developed to capture the District's efforts to address the following:*



Student Achievement




Performance Gaps




Access to Broad Course of Study

---


**STATUS**



New




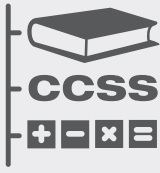

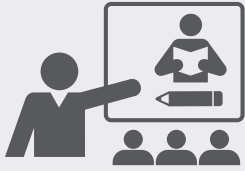




Modified



Unchanged




EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>1B</p>  <p style="text-align: center;">MAINTAIN STUDENT ACCESS TO STANDARD ALIGNED INSTRUCTIONAL MATERIALS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>= 100%</b></td> <td>Baseline</td> <td><b>↔ 100%</b></td> </tr> </table>	2023-24	<b>= 100%</b>	Baseline	<b>↔ 100%</b>	<p>2A</p>  <p style="text-align: center;">MAINTAIN PROFESSIONAL DEVELOPMENT FOR ELD TEACHERS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>= 100%</b></td> <td>Baseline</td> <td><b>↔ 100%</b></td> </tr> </table>	2023-24	<b>= 100%</b>	Baseline	<b>↔ 100%</b>	<p>2A</p>  <p style="text-align: center;">INCREASE RATING FOR PROFESSIONAL LEARNING FOR TEACHING ACADEMIC STANDARDS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↑ 5</b></td> <td>Baseline</td> <td><b>↘ 3 or higher</b></td> </tr> </table>	2023-24	<b>↑ 5</b>	Baseline	<b>↘ 3 or higher</b>	<p>2A</p>  <p style="text-align: center;">INCREASE RATING FOR INSTRUCTIONAL MATERIALS ALIGNED TO ACADEMIC STANDARDS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↑ 5</b></td> <td>Baseline</td> <td><b>↘ 3 or higher</b></td> </tr> </table>	2023-24	<b>↑ 5</b>	Baseline	<b>↘ 3 or higher</b>																																
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<p>2B</p>  <p style="text-align: center;">MAINTAIN % OF EL'S PROVIDED WITH DESIGNATED AND INTEGRATED ELD</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>= 100%</b></td> <td>Baseline</td> <td><b>↔ 100%</b></td> </tr> </table>	2023-24	<b>= 100%</b>	Baseline	<b>↔ 100%</b>	<p>4A</p>  <p style="text-align: center;">INCREASE % OF 3<sup>RD</sup>, 8<sup>TH</sup>, AND 11<sup>TH</sup> GRADE STUDENTS MEETING OR EXCEEDING ELA STANDARDS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↑ 40%</b></td> <td>Baseline</td> <td><b>↘ 30%</b></td> </tr> </table>	2023-24	<b>↑ 40%</b>	Baseline	<b>↘ 30%</b>	<p>4A</p>  <p style="text-align: center;">INCREASE MATH PERFORMANCE</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↑ 25%</b></td> <td>Baseline</td> <td><b>21%</b></td> </tr> <tr> <td colspan="4" style="font-size: 0.8em;">Meeting or Exceeding Standards</td> </tr> <tr> <td>2023-24</td> <td><b>↑ 30%</b></td> <td>Baseline</td> <td><b>18%</b></td> </tr> <tr> <td colspan="4" style="font-size: 0.8em;">at grade level on Winter Math Assessment</td> </tr> <tr> <td>2023-24</td> <td><b>↑ -70</b></td> <td>Baseline</td> <td><b>-81</b></td> </tr> <tr> <td colspan="4" style="font-size: 0.8em;">points from standard on Math CAASPP</td> </tr> </table>	2023-24	<b>↑ 25%</b>	Baseline	<b>21%</b>	Meeting or Exceeding Standards				2023-24	<b>↑ 30%</b>	Baseline	<b>18%</b>	at grade level on Winter Math Assessment				2023-24	<b>↑ -70</b>	Baseline	<b>-81</b>	points from standard on Math CAASPP				<p>4A</p>  <p style="text-align: center;">INCREASE ELA PERFORMANCE</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↑ 40%</b></td> <td>Baseline</td> <td><b>31%</b></td> </tr> <tr> <td colspan="4" style="font-size: 0.8em;">Meeting or Exceeding Standards</td> </tr> <tr> <td>2023-24</td> <td><b>↑ -33</b></td> <td>Baseline</td> <td><b>-54</b></td> </tr> <tr> <td colspan="4" style="font-size: 0.8em;">points from standard on ELA CAASPP</td> </tr> </table>	2023-24	<b>↑ 40%</b>	Baseline	<b>31%</b>	Meeting or Exceeding Standards				2023-24	<b>↑ -33</b>	Baseline	<b>-54</b>	points from standard on ELA CAASPP			
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EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>4A</p>  <p>INCREASE % OF ALL 5<sup>TH</sup>, 8<sup>TH</sup>, 11<sup>TH</sup>, AND 12<sup>TH</sup> GRADE STUDENTS MEETING STANDARD ON CAST TEST</p> <p>2023-24 <b>↑ 21%</b> Baseline <b>↔ 12%</b></p>	<p>4A</p>  <p>INCREASE A-G &amp; CTE COMPLETION RATES</p> <p>2023-24 <b>↑ 38%</b> Baseline <b>↔ 34%</b> meeting A-G requirements</p> <p>2023-24 <b>↑ 25%</b> Baseline <b>↔ 6%</b> completing CTE standards</p> <p>2023-24 <b>↑ 35%</b> Baseline <b>↔ 4%</b> completing A-G and CTE standards</p>	<p>4E</p>  <p>INCREASE % OF EL'S MAKING PROGRESS TOWARDS ENGLISH PROFICIENCY</p> <p>2023-24 <b>↑ 50%</b> Baseline <b>↔ 44%</b></p>	<p>4E</p>  <p>INCREASE % OF EL'S ENROLLED IN SCHOOL 12 MONTHS OR MORE</p> <p>2023-24 <b>↑ 34%</b> Baseline <b>↔ 18%</b></p>
<p>4F</p>  <p>INCREASE % OF EL STUDENTS REDESIGNATED AS ENGLISH PROFICIENT</p> <p>2023-24 <b>↑ 25%</b> Baseline <b>↔ 12%</b></p>	<p>4G</p>  <p>INCREASE AP COURSE ENROLLMENT &amp; PASS RATE</p> <p>2023-24 <b>↑ 1,945</b> Baseline <b>↔ 1,799</b> students taking at least one AP course</p> <p>2023-24 <b>↑ 98%</b> Baseline <b>↔ 97%</b> % of AP courses passed by students</p> <p>2023-24 <b>↑ 45%</b> Baseline <b>↔ 32%</b> students passing with a 3 or higher on at least 1 AP exam</p>	<p>4H</p>  <p>INCREASE % OF 11TH GRADE STUDENTS DEMONSTRATING COLLEGE PREPAREDNESS ON EAP</p> <p>2023-24 <b>↑ 43%</b> Baseline <b>↔ 39%</b> ELA</p> <p>2023-24 <b>↑ 19%</b> Baseline <b>↔ 15%</b> Math</p>	<p>4H</p>  <p>INCREASE % OF 9<sup>TH</sup> GRADE STUDENTS NEAR/READY ON MDTP</p> <p>2023-24 <b>↑ 42%</b> Baseline <b>↔ 33%</b></p>
<p>5E</p>  <p>INCREASE HIGH SCHOOL GRADUATION RATE</p> <p>2023-24 <b>↑ 86%</b> Baseline <b>↔ 77%</b></p>	<p>5D</p>  <p>DECREASE HIGH SCHOOL DROPOUT RATE</p> <p>2023-24 <b>↓ 1%</b> Baseline <b>↔ 5.7%</b></p>	<p>7A</p>  <p>MAINTAIN ACCESS AND ENROLLMENT IN A BROAD COURSE OF STUDY</p> <p>2023-24 <b>= 100%</b> Baseline <b>↔ 100%</b> Students with access to a broad course of study</p> <p>2023-24 <b>= 100%</b> Baseline <b>↔ 100%</b> unduplicated students access to additional support programs</p>	<p>8A</p>  <p>INCREASE STUDENTS EARNING GOLDEN STATE SEAL MERIT DIPLOMA AND SEAL OF BILITERACY</p> <p>2023-24 <b>↑ 300</b> Baseline <b>↔ 176</b> Golden State Seal Merit Diploma</p> <p>2023-24 <b>↑ 428</b> Baseline <b>↔ 199</b> Seal of Biliteracy</p>

PLANNED 2023-24 **ACTIONS & EXPENDITURES**

 Goal # <b>1</b>	 Action / Service	 Amount
	1.1 - Support <b>College Career Readiness</b> to all students through increased <b>MESA, CTE, JROTC</b> , and project based learning opportunities.	\$260,809
	1.2 - Increase access to additional supplemental college and career readiness and <b>A-G supports</b> for unduplicated pupils through resources, courses, and support.	\$12,467,775
	1.3 - Increase English Learners with Bilingual Instructional program, and <b>English Language Development Coaching</b> .	\$4,504,284
	1.4 - Implement <b>Professional Learning Communities</b> to strengthen collaboration between educators and community partners.	NC
	1.5 - <b>Enhance unduplicated pupil academic achievement</b> with increased professional development for instructional staff, teachers, and administrators.	\$18,567,713
	1.6 - Provide <b>targeted learning recovery</b> and <b>instructional intervention</b> for all students through resources, services, and supports.	\$2,132,899
	1.7 - Increase services for unduplicated students with <b>Learning Loss Recovery Support</b> , Reading and Math Intervention, Instructional Intervention programs for all students.	\$26,346,790
	1.8 - Improve unduplicated pupils access to academic experiences and activities beyond the regular instructional day with <b>expanded learning opportunities</b> and extended day/year programs.	\$3,884,640
	1.9 - Provide unduplicated students access to <b>learning resources</b> and <b>instructional technology</b> .	\$1,586,000



## GOAL #1 SUMMARY OF EXPENDITURES

2022-23

Budgeted  
\$52,992,226  
Actual  
\$42,211,711

2023-24

Budgeted expenditures  
contributing to increased  
or improved services:  
\$67,357,202

Total Budgeted expenditures for 2023-24  
\$69,750,910

GOAL  
**#2**



## Equitable and Healthy Learning Environments

GOAL DETAILS

**WHY WAS THIS GOAL DEVELOPED?**

*This goal was developed to capture the District's efforts to address the following:*

  
Multi-Tiered System of Supports

  
Social-Emotional Well-Being

  
Healthy Learning Environments

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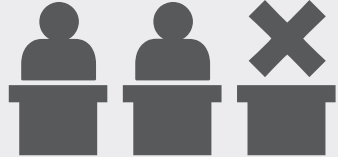



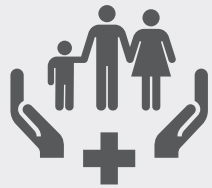

**STATUS**

  
New




  
Modified

  
Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>1A</p>  <p style="text-align: center;">INCREASE % OF APPROPRIATELY ASSIGNED AND CREDENTIALLED TEACHERS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↑ 100%</b></td> <td>Baseline</td> <td><b>↔ 88%</b></td> </tr> </table>	2023-24	<b>↑ 100%</b>	Baseline	<b>↔ 88%</b>	<p>1C</p>  <p style="text-align: center;">INCREASE % OF SCHOOLS IN GOOD OR EXEMPLARY REPAIR</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↑ 100%</b></td> <td>Baseline</td> <td><b>↔ 67%</b></td> </tr> </table>	2023-24	<b>↑ 100%</b>	Baseline	<b>↔ 67%</b>	<p>6A</p>  <p style="text-align: center;">REDUCE SUSPENSION RATES</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↓ 4%</b></td> <td>Baseline</td> <td><b>↔ 5.5%</b></td> </tr> <tr> <td></td> <td><small>suspended at least one day</small></td> <td></td> <td><small>suspended at least one day</small></td> </tr> </table>	2023-24	<b>↓ 4%</b>	Baseline	<b>↔ 5.5%</b>		<small>suspended at least one day</small>		<small>suspended at least one day</small>	<p>6B</p>  <p style="text-align: center;">REDUCE EXPULSION RATES</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>↓ &lt;1%</b></td> <td>Baseline</td> <td><b>↔ .08%</b></td> </tr> </table>	2023-24	<b>↓ &lt;1%</b>	Baseline	<b>↔ .08%</b>																												
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PLANNED 2023-24 ACTIONS & EXPENDITURES

 Goal #2	 Action / Service	 Amount
	2.1 - Utilize data to determine need and increase students' access to equitable, <b>inclusionary educational opportunities</b> and programs.	\$1,351,394
	2.2 - Provide individual students, classrooms, school-wide efforts, families, and community with access to <b>Multi-Tiered System of Supports</b> to improve student outcomes.	\$4,385,793
	2.3 - Utilize <b>Instructional Coaches</b> and <b>New Teacher Training</b> to support and retain high needs specialized positions and support student achievement.	\$5,479,346
	2.4 - Develop <b>high-quality teachers</b> , substitutes, administrators, and staff through professional development to <b>improve student achievement</b> .	\$5,644,101
	2.5 - Provide <b>direct services</b> and <b>resources</b> for <b>families in transition</b> with social service case managers.	\$655,781
	2.6 - Increase <b>direct services to unduplicated pupils</b> who are in foster care with resources provided by social services case managers, and <b>central enrollment direct services</b> .	\$2,978,899
	2.7 - Provide <b>direct health and wellness services</b> to students and families through Healthy Start Coordinators, Sub-acute Healthcare Services, Wellness Centers, Mental Health Clinicians, Trauma-Informed Care and Restorative Practices.	\$22,548,564
	2.8 - Ensure high-quality educational experiences with <b>Over Formula Position School Site Support</b> and extended student learning opportunities.	\$23,239,980
	2.9 - <b>Reduce teacher misassignment</b> instances with <b>Staffing Support Resources</b> For Foster Youth and Homeless Specialized Positions.	\$200,201,643
	2.10 - Increase access and enhancements of instructional curriculum, applications, software, and <b>address technology and connectivity issues</b> across the district.	\$802,403
	2.11 - Complete maintenance at school site per district timeline to meet facility district standards, and increase student and campus safety through infrastructure support.	\$2,278,749
	2.12 - <b>Maintain clean and safe school environments</b> through staffing with custodial staff at school sites.	\$5,118,413



## GOAL #2 SUMMARY OF EXPENDITURES

2022-23

Budgeted  
**\$319,567,242**  
Actual  
**\$234,415,168**

2023-24

Budgeted expenditures contributing to increased or improved services:  
**\$66,069,547**

Total Budgeted expenditures for 2023-24  
**\$274,685,066**



GOAL  
**#3**



## Family and Community Partnerships

GOAL DETAILS

**WHY WAS THIS GOAL DEVELOPED?**

*This goal was developed to capture the District's efforts to address the following:*



School Climate



Family Participation



Build & Support Meaningful Relationships

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**STATUS**



New



Modified



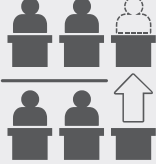





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EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>3A</p>  <p style="text-align: center;">INCREASE BUILD TRUSTING &amp; RESPECTFUL RELATIONSHIPS WITH FAMILIES RATING</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>5</b></td> <td>Full Implementation &amp; Sustainability</td> <td>Baseline</td> <td><b>3</b></td> </tr> </table>	2023-24	<b>5</b>	Full Implementation & Sustainability	Baseline	<b>3</b>	<p>3A</p>  <p style="text-align: center;">INCREASE CREATING WELCOMING ENVIRONMENTS FOR FAMILIES RATING</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>5</b></td> <td>Full Implementation &amp; Sustainability</td> <td>Baseline</td> <td><b>4</b></td> </tr> </table>	2023-24	<b>5</b>	Full Implementation & Sustainability	Baseline	<b>4</b>	<p>3A</p>  <p style="text-align: center;">INCREASE STAFF LEARNING ABOUT EACH FAMILY'S STRENGTH, GOALS, AND CULTURE RATING</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>5</b></td> <td>Full Implementation &amp; Sustainability</td> <td>Baseline</td> <td><b>4</b></td> </tr> </table>	2023-24	<b>5</b>	Full Implementation & Sustainability	Baseline	<b>4</b>	<p>3A</p>  <p style="text-align: center;">INCREASE 2-WAY COMMUNICATION OPPORTUNITIES BETWEEN FAMILIES AND EDUCATORS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2023-24</td> <td><b>5</b></td> <td>Full Implementation &amp; Sustainability</td> <td>Baseline</td> <td><b>4</b></td> </tr> </table>	2023-24	<b>5</b>	Full Implementation & Sustainability	Baseline	<b>4</b>
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EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>3A</p>  <p>INCREASE NUMBER OF PAC, AABPAC, LATINO PAC, DELAC AND CAC MEETINGS</p>	<p>3A</p>  <p>MAINTAIN NUMBER OF PARENT, GUARDIAN, AND FAMILY TRAINING WORKSHOPS OFFERED</p>	<p>3A</p>  <p>INCREASE NUMBER OF ESL COURSES OFFERED TO FAMILIES DISTRICT WIDE</p>	<p>3A</p>  <p>INCREASE NUMBER OF FAMILY MEMBERS REGISTERED TO VOLUNTEER</p>
<p>2023-24 <b>↑ 48</b> Baseline <b>↘ 36</b></p>	<p>2023-24 <b>= 180</b> Baseline <b>↘ 180</b></p>	<p>2023-24 <b>↑ 10</b> Baseline <b>↘ 5</b></p>	<p>2023-24 <b>↑ 1,200</b> Baseline <b>48</b> Active <b>↘ 37</b> New</p>
<p>3A</p>  <p>INCREASE NUMBER OF ANNUAL FAMILY COLLEGE AND CAREER FOCUSED EVENTS</p>	<p>3A</p>  <p>INCREASE NUMBER OF ELD FOCUSED PARENT AND GUARDIAN TRAININGS/WORKSHOPS</p>	<p>5A</p>  <p>INCREASE AVERAGE DAILY ATTENDANCE RATE</p>	<p>5A</p>  <p>INCREASE PARENT AND GUARDIAN MENTAL HEALTH &amp; WELL-BEING WORKSHOPS</p>
<p>2023-24 <b>↑ 400</b> Baseline <b>↘ 386</b></p>	<p>2023-24 <b>↑ 10</b> Baseline <b>↘ 30</b></p>	<p>2023-24 <b>↑ 93%</b> Baseline <b>↘ 92%</b></p>	<p>2023-24 <b>↑ 80</b> Baseline <b>↘ 68</b></p>
<p>5A</p>  <p>INCREASE NUMBER OF SOCIAL-EMOTIONAL LESSONS PROVIDED TO HIGH NEEDS STUDENTS</p>	<p>5A</p>  <p>INCREASE NUMBER OF SST MEETINGS TO ADDRESS ACADEMIC AND SOCIAL-EMOTIONAL NEEDS</p>	<p>5B</p>  <p>REDUCE CHRONIC ABSENTEEISM RATES</p>	<p>5c</p>  <p>REDUCE MIDDLE SCHOOL DROPOUT RATES OF 7<sup>TH</sup> AND 8<sup>TH</sup> GRADERS</p>
<p>2023-24 <b>↑ 3,000</b> Baseline <b>↘ 2,992</b></p>	<p>2023-24 <b>↑ 3,300</b> Baseline <b>↘ 3,271</b></p>	<p>2023-24 <b>↓ 13%</b> Baseline <b>↘ 18%</b></p>	<p>2023-24 <b>↓ 0%</b> Baseline <b>↘ &lt;1%</b></p>

PLANNED 2023-24 ACTIONS & EXPENDITURES

 Goal #3	 Action / Service	 Amount
	3.1 - Develop resources for students, families, and community to <b>increase parent involvement</b> and <b>increase student success</b> .	\$131,071
	3.2 - Provide <b>Family and Community Communication, Empowerment, and Engagement</b> with increased services, workshops, training, events, and interpreter/translation services.	\$3,958,777
	3.3 - Improve student attendance and academic achievement with <b>Universal Transportation Access</b> for SUSD students with free public transportation bus passes.	\$400,000
	3.4 - Implement <b>Student Attendance and Accountability</b> supports for unduplicated students with Student Attendance Accountability & Family Outreach, and <b>Truancy Intervention and Outreach supports</b> .	\$2,376,626
	3.5 - Provide <b>student engagement and leadership opportunities</b> through PLUS program, Pentathlon, and Career Job-Skill based experiences.	\$2,531,702
	3.6 - Increase unduplicated pupil's access to <b>participate in school athletic</b> , and <b>collaborative learning experiences</b> , programs and activities.	\$2,255,625
	3.7 - Increase unduplicated pupil's access of district-wide <b>Arts experiences</b> with <b>Arts Resources, Art Resource Teachers, and TK-8th Grade Music Teachers</b> .	\$6,719,221



## GOAL #3 SUMMARY OF EXPENDITURES

2022-23

Budgeted  
**\$18,893,333**  
Actual  
**\$12,349,667**

2023-24


Budgeted expenditures  
contributing to increased  
or improved services:  
**\$17,841,951**

Total Budgeted expenditures for 2023-24  
**\$18,373,022**



GOAL

#4





## Differentiated Systems of Support for SWD


GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?

*This goal was developed to capture the District's efforts to address the following:*


  
 ELA & Math Performance


  
 Chronic Absenteeism


  
 Graduation Rate

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STATUS

  
 New

  
 Modified

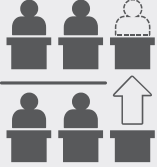
  
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EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p style="font-size: 10px; margin: 0;">4A</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE ELA CAASPP SCORE FOR ALL 3<sup>RD</sup>, 8<sup>TH</sup>, AND 11<sup>TH</sup> GRADE STUDENTS</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">40%</td> <td style="text-align: center; font-weight: bold;">15%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">7.7%</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">All</td> <td style="text-align: center;">SWD</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	40%	15%	Baseline	7.7%	↑	All	SWD	↘	↘	<p style="font-size: 10px; margin: 0;">4A</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE MATH CAASPP SCORE FOR ALL 3<sup>RD</sup>, 8<sup>TH</sup>, AND 11<sup>TH</sup> GRADE STUDENTS</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">25%</td> <td style="text-align: center; font-weight: bold;">12%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">6.2%</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">All</td> <td style="text-align: center;">SWD</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	25%	12%	Baseline	6.2%	↑	All	SWD	↘	↘	<p style="font-size: 10px; margin: 0;">4A</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE % OF 3<sup>RD</sup>-8<sup>TH</sup> GRADE STUDENTS SCORING AT GRADE LEVEL ON WINTER ELA ASSESSMENT</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">40%</td> <td style="text-align: center; font-weight: bold;">20%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">31% All</td> <td style="text-align: center;">13% SWD</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">All</td> <td style="text-align: center;">SWD</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	40%	20%	Baseline	31% All	13% SWD	↑	All	SWD	↘	↘	↘	<p style="font-size: 10px; margin: 0;">4A</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE % OF 3<sup>RD</sup>-8<sup>TH</sup> GRADE STUDENTS SCORING AT GRADE LEVEL ON WINTER MATH ASSESSMENT</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">30%</td> <td style="text-align: center; font-weight: bold;">25%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">18% All</td> <td style="text-align: center;">11% SWD</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">All</td> <td style="text-align: center;">SWD</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	30%	25%	Baseline	18% All	11% SWD	↑	All	SWD	↘	↘	↘
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<p style="font-size: 10px; margin: 0;">4B</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE % OF STUDENTS MEETING A-G REQUIREMENTS</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">38%</td> <td style="text-align: center; font-weight: bold;">13%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">33.5% All</td> <td style="text-align: center;">8.5% SWD</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">All</td> <td style="text-align: center;">SWD</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	38%	13%	Baseline	33.5% All	8.5% SWD	↑	All	SWD	↘	↘	↘	<p style="font-size: 10px; margin: 0;">4C</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE % OF STUDENTS COMPLETING CTE COURSE OR PROGRAM</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">10%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">2.3%</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	10%	Baseline	2.3%	↑	↘	↘	↘	<p style="font-size: 10px; margin: 0;">4D</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE % OF STUDENTS COMPLETING BOTH A-G AND CTE REQUIREMENTS</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">35%</td> <td style="text-align: center; font-weight: bold;">7%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">13.6% All</td> <td style="text-align: center;">1.5% SWD</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">All</td> <td style="text-align: center;">SWD</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	35%	7%	Baseline	13.6% All	1.5% SWD	↑	All	SWD	↘	↘	↘	<p style="font-size: 10px; margin: 0;">4H</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="font-size: 8px; margin: 0;">INCREASE % OF 11<sup>TH</sup> GRADE SWD MEETING OR EXCEEDING MATH &amp; ELA STANDARD ON CAASPP EXAM</p> <table style="width: 100%; font-size: 8px; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-weight: bold;">10%</td> <td style="text-align: center; font-weight: bold;">7%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">7.4% ELA</td> <td style="text-align: center;">1.9% Math</td> </tr> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">ELA</td> <td style="text-align: center;">Math</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> <td style="text-align: center;">↘</td> </tr> </table>	2023-24	10%	7%	Baseline	7.4% ELA	1.9% Math	↑	ELA	Math	↘	↘	↘
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2023-24	10%	7%	Baseline	7.4% ELA	1.9% Math																																										
↑	ELA	Math	↘	↘	↘																																										

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

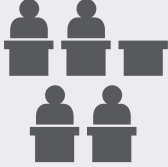
5A



INCREASE % OF SWD ATTENDING SCHOOL DAILY

2023-24	<b>100%</b>	Baseline	<b>64.5%</b>
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5B



REDUCE CHRONIC RATE OF ABSENTEEISM

2023-24	<b>13%</b>	<b>19%</b>	Baseline	<b>25%</b>
	All	SWD	All	SWD


5E



INCREASE 4-YEAR COHORT GRADUATION RATE

2023-24	<b>86%</b>	<b>70%</b>	Baseline	<b>76.6%</b>
	All	SWD	All	SWD

6A



DECREASE % OF SWD WHO ARE SUSPENDED AT LEAST ONCE DURING THE ACADEMIC YEAR

2023-24	<b>5%</b>	Baseline	<b>8.6%</b>
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6B



DECREASE % OF SWD WHO ARE EXPELLED DURING THE YEAR

2023-24	<b>0%</b>	Baseline	<b>.06%</b>
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7A



MAINTAIN % OF SWD THAT HAVE ACCESS TO A BROAD COURSE OF STUDY

2023-24	<b>100%</b>	Baseline	<b>100%</b>
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Local 1



MAINTAIN % OF STAFF TRAINED IN CONTENT STANDARDS

2023-24	<b>100%</b>	Baseline	<b>100%</b>
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Local 2



INCREASE % OF STAFF CROSS TRAINED IN SPECIAL EDUCATION

2023-24	<b>100%</b>	Baseline	<b>0%</b>
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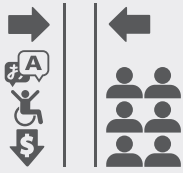
Local 3



INCREASE NUMBER OF PARENT REFERRALS HELD IN A TIMELY MANNER

2023-24	<b>95%</b>	Baseline	<b>91%</b>
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Local 4a



INCREASE RATE OF SWD INSIDE THE REGULAR CLASSROOM 80% OR MORE A DAY

2023-24	<b>55%</b>	Baseline	<b>50.7%</b>
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Local 4b



INCREASE RATE OF SWD INSIDE THE REGULAR CLASSROOM 40% OR MORE A DAY

2023-24	<b>33%</b>	Baseline	<b>28.3%</b>
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Local 4c



INCREASE RATE OF SWD RECEIVING INSTRUCTION IN A SEPARATE SETTING

2023-24	<b>8%</b>	Baseline	<b>3.9%</b>
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PLANNED 2023-24 ACTIONS & EXPENDITURES

 Goal #4	 Action / Service	 Amount
4.1	Increase <b>inclusionary practices through a MTSS approach</b> to ensure SWD have access to high quality instruction in the <b>least restrictive environment</b> to bridge learning gaps and meet their needs.	\$23,000
4.2	Maximize course access and <b>alternate diploma pathways</b> through supplemental curriculum.	\$26,000
4.3	<b>Accelerate learning</b> for SPED students with <b>targeted instructional practices</b> , intervention materials and supports.	\$24,000
4.4	Provide <b>culturally responsive professional development</b> for staff, and school teams that focuses on skill set building, restorative practices, trauma-informed practices, redirection and anti-aggression techniques.	\$50,000
4.5	<b>Create meaningful student experiences</b> and opportunities through college visits, guest speakers, hands-on experiential learning, life skills coaching, and alternative approaches.	\$50,000
4.6	Hire, recruit, and retain <b>diverse school staff</b> that's representative of the school's population and needs.	\$35,000
4.7	Improve existing outreach and <b>communication practices</b> between parents, students, and district staff.	\$75,000
4.8	Enhance <b>school engagement and attendance</b> for SWD by identifying early detection triggers, virtual and/or instructional barriers, and analysis of student engagement.	\$50,000



## GOAL #4 SUMMARY OF EXPENDITURES

2022-23

Budgeted  
**\$83,000**  
Actual  
**\$0**

2023-24

Budgeted expenditures  
contributing to increased  
or improved services:  
**\$0**

Total Budgeted expenditures for 2023-24  
**\$333,000**



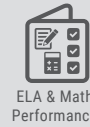
## GOAL #5



### Differentiated Systems of Support for African American Students

#### WHY WAS THIS GOAL DEVELOPED?

This goal was developed to capture the District's efforts to address the following:



#### STATUS



#### EXPECTED 2023-24 MEASURABLE OUTCOMES

**4A**

INCREASE % OF AFRICAN AMERICAN STUDENTS MEETING OR EXCEEDING STANDARD IN ELA

2023-24	20%	18%	20%	20%	Baseline	15%	12%	14%	15%
	3rd	4th	5th	6th		3rd	4th	5th	6th
	↑	23%	23%	31%	↓	17%	18%	26%	
		7th	8th	11th		7th	8th	11th	

**4A**

INCREASE % OF AFRICAN AMERICAN STUDENTS MEETING OR EXCEEDING STANDARD IN MATH

2023-24	16%	14%	9%	12%	Baseline	11%	8%	4%	7%
	3rd	4th	5th	6th		3rd	4th	5th	6th
	↑	14%	11%	12%	↓	8%	5%	7%	
		7th	8th	11th		7th	8th	11th	

**4B**

INCREASE % OF ALL AFRICAN AMERICAN STUDENTS WHO MEET A-G REQUIREMENTS

2023-24	21%	Baseline	15%
	↑	↓	

**5B**

DECREASE CHRONIC ABSENTEEISM OF K-8 AFRICAN AMERICAN STUDENTS

2023-24	22%	Baseline	51%
	↓	↓	

**6A**

DECREASE SUSPENSION RATES

2023-24	7%	Baseline	11%
	↓	↓	

**Local A/B/E/F**

INCREASE CULTURALLY RESPONSIVE PRACTICES

2023-24	10%	Baseline	0%
	↑	↓	
admin completing culturally responsive PD			
2023-24	10%	Baseline	0%
	↑	↓	
teachers incorporating culturally responsive units			
2023-24	10%	Baseline	0%
	↑	↓	
% of schools completing culturally responsive PD			
2023-24	10%	Baseline	0%
	↑	↓	
Survey: access to culturally responsive curriculum			

**Local C/D**

INCREASE INDIVIDUAL STUDENT SUPPORT STRUCTURES




2023-24	10%	Baseline	0%
	↑	↓	
schools participating in professional development			
2023-24	10%	Baseline	0%
	↑	↓	
schools implementing support structures			

**Local G/I**

INCREASE COMMUNITY PARTNERSHIPS

2023-24	10%	Baseline	0%
	↑	↓	
% of schools with new community partnerships			
2023-24	10%	Baseline	0%
	↑	↓	
mid-year community partnership evaluation reports			

## EXPECTED 2023-24 MEASURABLE OUTCOMES




<p>Local H</p>  <p>INCREASE STUDENT OUTCOME DATA ALIGNED WITH BSAP SUCCESS METRICS</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>↓ 0%</td> </tr> </table>	2023-24	↑ 10%	Baseline	↓ 0%	<p>Local J/P/Q/R/S</p>  <p>INCREASE POSITIVE RESPONSES TO BSAP SURVEY QUESTIONS</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>community organization presence</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>every student has an advocate</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>access to social-emotional health services</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>increased parent &amp; family engagement</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>increased extracurricular participation</td> <td></td> <td></td> </tr> </table>	2023-24	↑ 10%	Baseline	0%		community organization presence			2023-24	↑ 10%	Baseline	0%		every student has an advocate			2023-24	↑ 10%	Baseline	0%		access to social-emotional health services			2023-24	↑ 10%	Baseline	0%		increased parent & family engagement			2023-24	↑ 10%	Baseline	0%		increased extracurricular participation			<p>Local K/L/M</p>  <p>INCREASE IMPLEMENTATION OF AFRICAN AMERICAN &amp; ETHNIC STUDIES</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>schools that include an African American Studies course</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>students enrolled in African-American Studies and Ethnic Studies</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>observational feedback to ensure alignment with scope &amp; sequence of courses</td> <td></td> <td></td> </tr> </table>	2023-24	↑ 10%	Baseline	0%		schools that include an African American Studies course			2023-24	↑ 10%	Baseline	0%		students enrolled in African-American Studies and Ethnic Studies			2023-24	↑ 10%	Baseline	0%		observational feedback to ensure alignment with scope & sequence of courses			<p>Local N/O</p>  <p>INCREASE PRESENCE AND EFFECTIVENESS OF SCHOOL CLIMATE &amp; WELLNESS TEAMS</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>% of schools with full school climate &amp; wellness teams</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 10%</td> <td>Baseline</td> <td>0%</td> </tr> <tr> <td></td> <td>teams participating in BSAP professional Development</td> <td></td> <td></td> </tr> </table>	2023-24	↑ 10%	Baseline	0%		% of schools with full school climate & wellness teams			2023-24	↑ 10%	Baseline	0%		teams participating in BSAP professional Development		
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## PLANNED 2023-24 ACTIONS & EXPENDITURES

Goal #4	Action / Service	Amount
5.1	- Develop an <b>African American/Black Student Achievement Plan (AABSAP)</b> to identify structural supports to address <b>culturally responsive unit development</b> and instruction.	\$500,000
5.2	- Establish an <b>African American/Black Student Achievement Professional Learning Community (AABPLC)</b> to review culturally responsive curriculum, and data guided evidence-based instruction.	N/C
5.3	- Review <b>Educator Gap Equity Plan</b> and modify to <b>ensure diverse staffing</b> that's representative of the school's African American/Black student population.	N/C



PLANNED 2023-24 ACTIONS & EXPENDITURES

 Goal #5	 Action / Service	 Amount
5.4	- Improve Black student achievement with <b>Culturally Responsive Unit Development</b> , and <b>Individual Student Needs Assessment</b> and Curriculum and Pedagogy.	\$787,144
5.5	- <b>Identify</b> specific <b>root causes for Black student underperformance</b> collaborating with each Community of Schools Administrator (CoSA).	\$522,749
5.6	- Improve access to culturally responsive curriculum and students meeting A-G requirements by providing an auxiliary period to add an <b>African-American aligned social studies course</b> .	\$65,169
5.7	- <b>Improve BSAP success metrics</b> , school climate and wellness by implementing Secondary and Pupil Services & Attendance Counselors, Restorative Justice Teachers, Psychiatric Social Workers, and School Climate Advocates.	\$1,891,544
5.8	- <b>Community-Based Safety Pilots</b> to increase extracurricular activities participation, and attendance by ensuring <b>Safe Passage for students and families</b> , and youth development programs.	\$713,687



## GOAL #5 SUMMARY OF EXPENDITURES

2022-23

Budgeted  
\$0  
Actual  
\$0

2023-24

Budgeted expenditures  
contributing to increased  
or improved services:  
\$0

Total Budgeted expenditures for 2023-24  
**\$4,480,293**



## GOAL #6

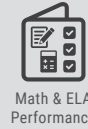


### Differentiated Systems of Support to Foster & Homeless Youth



#### WHY WAS THIS GOAL DEVELOPED?

This goal was developed to capture the District's efforts to address the following:



#### STATUS



#### EXPECTED 2023-24 MEASURABLE OUTCOMES

4A

INCREASE AVERAGE OF 3<sup>RD</sup>, 8<sup>TH</sup>, & 11<sup>TH</sup> GRADE STUDENTS MEETING OR EXCEEDING ELA CAASPP STANDARD

2023-24	<b>40%</b>	Baseline	<b>26%</b>
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4A

INCREASE AVERAGE OF 3<sup>RD</sup>, 8<sup>TH</sup>, & 11<sup>TH</sup> GRADE STUDENTS MEETING OR EXCEEDING MATH CAASPP STANDARD

2023-24	<b>25%</b>	Baseline	<b>14.5%</b>
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5B

REDUCE CHRONIC ABSENTEEISM RATES OF FY AND HOM IDENTIFIED K-8 STUDENTS.

2023-24	<b>56%</b> FY	<b>66%</b> HOM	Baseline	<b>16%</b> FY	<b>37%</b> HOM
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6A

REDUCE SUSPENSION RATES OF FY AND HOM IDENTIFIED K-8 STUDENTS.

2023-24	<b>7%</b> FY	<b>7%</b> HOM	Baseline	<b>17%</b> FY	<b>9%</b> HOM
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Local V

INCREASE STUDENTS REPORTING A TEACHER OR ADULT BELIEVES THEY WILL BE A SUCCESS

2023-24	<b>72%</b> FY	<b>74%</b> HOM	Baseline	<b>69%</b> FY	<b>70%</b> HOM
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Local W

INCREASE STUDENTS REPORTING FEELING A TEACHER OR ADULT REALLY CARES ABOUT THEM

2023-24	<b>61%</b> FY	<b>72%</b> HOM	Baseline	<b>58%</b> FY	<b>69%</b> HOM
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Local X

INCREASE STUDENTS REPORTING FEELING THEIR VOICE MATTERS TO ADULTS AT SCHOOL




2023-24	<b>56%</b> FY	<b>57%</b> HOM	Baseline	<b>53%</b> FY	<b>54%</b> HOM
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Local Y

INCREASE STUDENTS REPORTING FEELING SAFE AT THEIR SCHOOL

2023-24	<b>58%</b> FY	<b>60%</b> HOM	Baseline	<b>55%</b> FY	<b>58%</b> HOM
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PLANNED 2023-24 ACTIONS & EXPENDITURES

 Goal #6	 Action / Service	 Amount
6.1 - Provide <b>immediate enrollment</b> and school stability for Foster and Homeless Youth with support from Social Services Case Managers or Social Work Assists, and <b>transportation assistance</b> .		<b>\$200,000</b>
6.2 - Provide <b>McKinney-Vento</b> families with daily living supplies, community agency support, <b>After-School Program enrollment priority</b> , removal of school site barriers to education, and <b>academic interventions</b> .		N/C



## GOAL #6 SUMMARY OF EXPENDITURES

2022-23

Budgeted  
**\$0**  
Actual  
**\$0**

2023-24

Budgeted expenditures contributing to increased or improved services:  
**\$0**

Total Budgeted expenditures for 2023-24  
**\$200,000**



## GOAL #7



### Intensive Intervention for CSI Schools

GOAL DETAILS

#### WHY WAS THIS GOAL DEVELOPED?

This goal was developed to capture the District's efforts to address the following:



Low Performance



Graduation Rate

#### STATUS



New



Modified






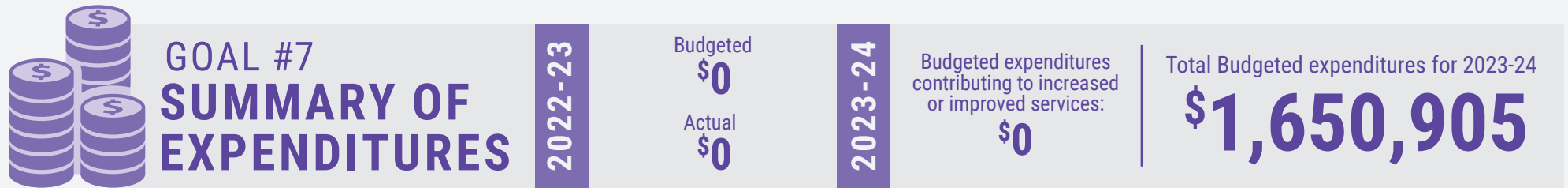
Unchanged

#### EXPECTED 2023-24 MEASURABLE OUTCOMES

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PLANNED 2023-24 ACTIONS & EXPENDITURES

 Goal #7	 Action / Service	 Amount
7.1 - Provide <b>additional supports and resources</b> to <b>improve student outcomes</b> with regular check-ins including a mid-year check in following the release of CA Dashboard data.		<b>\$1,650,905</b>
7.2 - Utilize <b>Renaissance STAR Reading and Math assessments</b> to monitor student progress and proficiency, provide after school tutoring opportunities, and monitor graduation rate with <b>Individual Graduation Plans</b> .		N/C
7.3 - <b>Engaging families and community partners</b> by providing <b>volunteer opportunities</b> and a <b>voice in decision making</b> .		N/C
7.4 - <b>Monitor progress</b> utilizing <b>data collection, identify areas of needed improvement</b> , make necessary changes as needed.		N/C



## GOAL

# #8



## Intensive Intervention for ATSI Schools

GOAL DETAILS

**WHY WAS THIS GOAL DEVELOPED?**

*This goal was developed to capture the District's efforts to address the following:*



Low Income:  
Low Performance



English Learner:  
Low Performance



Homeless Youth:  
Low Performance

**STATUS**



New



Modified




Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

PLANNED 2023-24 **ACTIONS & EXPENDITURES**

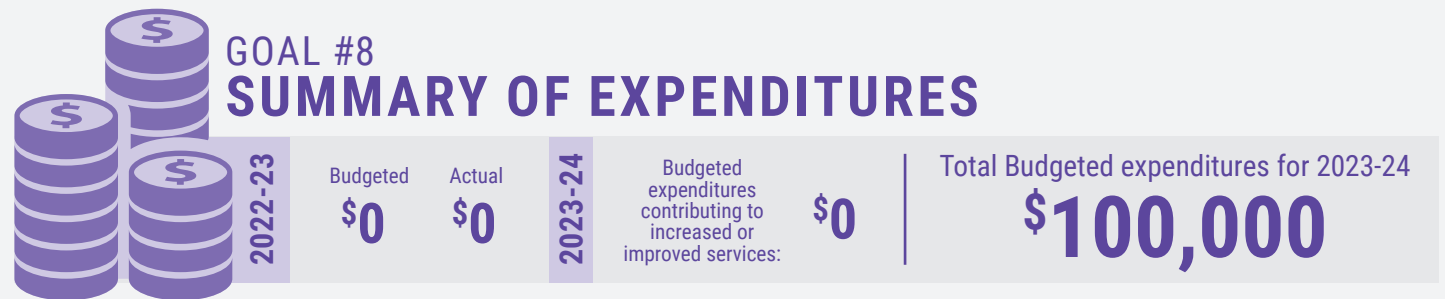
4A



REDUCE # OF SCHOOLS ELIGIBLE FOR ATSI BASED STUDENT GROUP PERFORMANCE

Student Group	Eligible School Sites	
	2023-24	Baseline
↓ African American	24	27
Indian/Alaskan Native	0	2
Asian	4	7
Foster Youth	0	2
Hispanic	10	13
Homeless	19	21
Filipino	0	1
Pacific Islander/Native Hawaiian	0	0
Socio-Economically Disadvantaged	15	18
Students with disabilities	30	33
Multi-Race	9	12
White	12	15

🎯 Goal #8	🔧 Action / Service	💰 Amount
8.1 - Collaborate with <b>Division of Instruction</b> to provide further guidance on <b>best practices</b> to support the improvement of <b>student outcomes</b> for student groups with regular check-ins.		<b>\$100,000</b>
8.2 - <b>Engaging families and community partners</b> by providing <b>resource and supports</b> to assist school sites to extend their connections with educational partners through <b>School Site Council</b> .		N/C
8.3 - <b>Monitor progress</b> and make adjustments utilizing the <b>Continuous Improvement Process</b> to support monitoring the implementation and effectiveness of school site plans.		N/C



**Abbreviations:** *AABSAPLC (African American/Black Student Achievement Professional Learning Community), AABPAC (African American/Black Parent Advisory Committee), AABSAP (African American/Black Student Achievement Plan), AP (Advanced Placement), AVID (Advanced via Individual Determination Program), BSAP (Black Student Achievement Plan), BSSP (Black Student Success Plans), CAC (Community Advisory Committee), CAASPP (California Assessment of Performance and Progress), CAST (CA Science Test), CoSA (Community of Schools Administrator), CTE (Career and Technical Education), CSI (Comprehensive Support and Improvement), DCC (District Consultation Committee), DELAC (District English Learner Advisory Council), EL (English Learner), ELA (English-Language Arts), ELAC (English Learner Advisory Committee), ELD (English Language Development), ELPAC (English Language Proficiency Assessment for California), EO (English Only), FY (Foster Youth), HOM (Homeless Youth), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), MESA (Mathematics, Engineering, Science Achievement), MDTP (Mathematics Diagnostic Testing Project), MTSS (Multi-Tiered System of Supports), PBL (Multi-Tiered System of Supports), PD (Professional Development), PLC (Professional Learning Communities), PreK (Preschool), PSAC (Parent Student Advisory Committee), SED (Socioeconomically Disadvantaged), SELPA (Special Education Local Area Plan), SSAC (Superintendents’ Student Advisory Committee), STEM (Science, Technology, Engineering, and Math), SUSD (Stockton Unified School District), SWD (Students With Disabilities), TBD (To Be Determined), VAPA (Visual and Performing Arts).*

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain/Increase
+ - Increase BY	▬ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress




**For More Details**

This infographic provides a high-level summary only and is based on the full


256  
 page text LCAP

For additional LCAP resources scan or click the QR code or go to [www.goboinfo.com](http://www.goboinfo.com) & search for your district.



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 Superintendent: Dr. Michelle Rodriguez, Email: [lcap@stocktonusd.net](mailto:lcap@stocktonusd.net)